



## Assessment to Inform Instruction



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<http://actflregionalworkshop.wikispaces.com>

# Today's Learning Goals

I can ...

- describe the differences between assessments of proficiency and of performance
- use this understanding of assessment to frame learning targets and guide classroom instruction and assessment
- match appropriate assessments with the intended purpose

# Identify desired results What are the goals?

## Performance **TOWARD** Proficiency





## Assessing Performance

- Based on Instruction
- Practiced
- Familiar Content and Context



## Assessing Proficiency

- Independent of specific instruction or curriculum
- Unpredictable
- Broad Content and Context



# Performance **TOWARD** Proficiency

*What are you doing to bridge  
toward authentic applications?*



Learning  
Experiences  
(Bridge)





# ACTFL

AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

## DISTINGUISHED

Can reflect on a wide range of **global issues** and **highly abstract concepts**, use **persuasive** hypothetical discourse, and **tailor** language to a variety of audiences

## SUPERIOR

Can **support opinion**, **hypothesize**, discuss topics concretely and **abstractly**, and handle a **linguistically unfamiliar situation**.

## ADVANCED

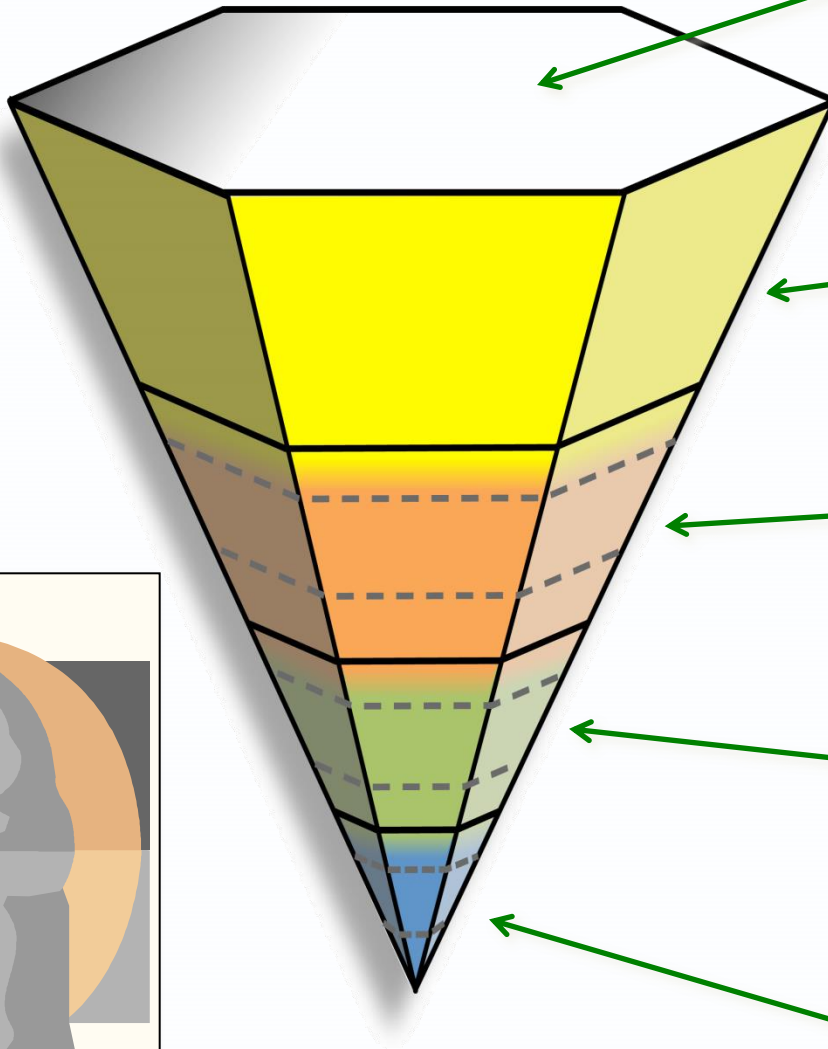
Can **narrate and describe** in **all major time frames** and handle a situation with a **complication**

## INTERMEDIATE

Can **create with language**, ask and **answer simple questions** on familiar topics, and handle a simple situation or **transaction**

## NOVICE

Can **communicate** minimally with formulaic and rote utterances, lists, and phrases



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## At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

## To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently



Identify desired results

What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?



Plan learning experiences and instruction

What does it take to get there?



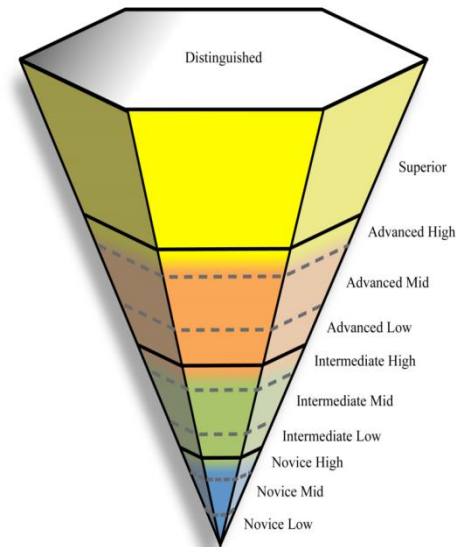
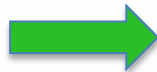
Identify desired results – What are the goals?

What?



**WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES**

How well?





## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

Standards Collaborative Board  
(16 national language organizations)

Our “Common Core”:

5 Cs and the 11 descriptive standards

- State Standards in over 40 states
- Local curricula based on these Standards
- Teacher preparation based on these Standards

*[www.actfl.org](http://www.actfl.org) – click **Publications** – click **National Standards***



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions

**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

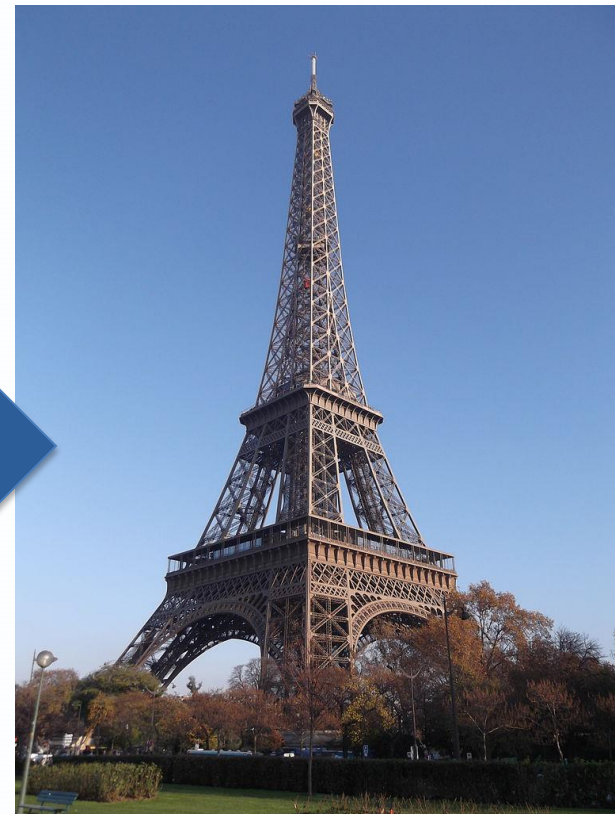
Language and Level	French – Novice Mid → Novice High
Theme/Topic	<b>Well-being:</b> A Balanced Lifestyle
Essential Question	How do people here and in (the French-speaking world) describe a balanced lifestyle?
Goals	Learners will be able to:
<i>What should learners know and be able to do by the end of the unit?</i>	<ul style="list-style-type: none"> <li>• Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country).</li> <li>• Compare lifestyles of teenagers to teenagers in (country) in terms of balance.</li> <li>• Make recommendations for ways to create or maintain a balanced lifestyle.</li> <li>• Create a presentation for (the community) highlighting ways to encourage a balanced lifestyle.</li> </ul>



# Performance **TOWARD** Proficiency



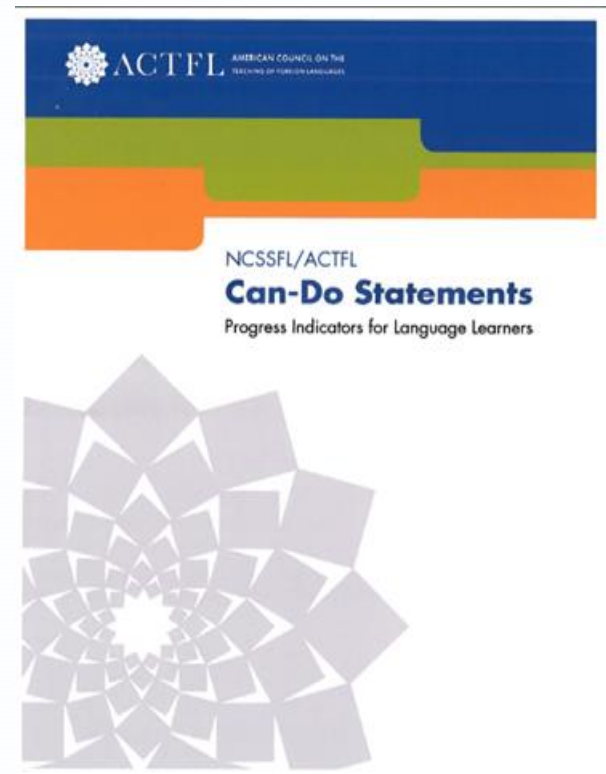
**NCSSFL-ACTFL  
Global Can-Do  
Benchmarks**

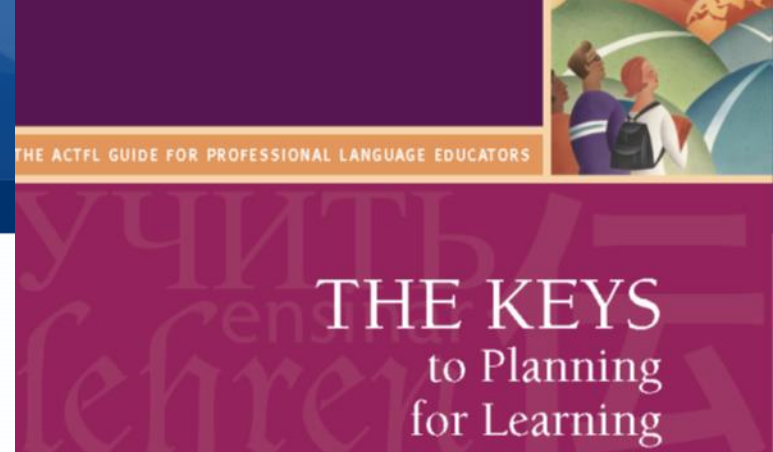


Determine acceptable evidence –  
How will you and learners know they reached the goals?

## NCSSFL/ACTFL Can-Do Statements

**Bridging  
performance  
and proficiency**





## *Summative Performance Tasks*

- *These tasks allow learners to demonstrate how well they have met the goals of the unit.*
- *The tasks follow the format of the IPA, but are integrated throughout the unit.*
- *The template encourages multiple interpretive tasks.*
- *The interpretive tasks inform the content of the presentational and interpersonal tasks.*
- *The tasks incorporate 21<sup>st</sup> Century Skills.*

## A Balanced Lifestyle

### **Interpretive Mode**

Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.

### **Interpretive Mode**

Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.

### **Interpretive Mode**

Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.

### **Presentational Mode**

Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class.

### **Interpersonal Mode**

In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in (France) in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.



Identify desired results

What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?



Plan learning experiences and instruction

What does it take to get there?

## Key Learning Activities/Formative Assessments

Learning Activity/Formative Assessment ( <i>representative samples from beginning to end of unit</i> )	How does this activity support the unit goals or performance tasks?	Mode of Communication
Watch video clip of Song – <i>Ma Vie au Soleil (My Life in the Sun)</i> , list activities that relate to <i>métro, boulot, dodo</i> (subway, work, sleep) and activities that relate to a more relaxed lifestyle.	explore elements of a balanced lifestyle.	Interpretive
Use Libération magazine headline and article on stress at school. Have learners complete graphic organizer with statistics from article and then compare to their own situations.	impact of school on lifestyles	Interpretive Interpersonal
Read article on how French teenagers spend free time. Design survey questions to use with learners studying French. Create graphic organizer to compare school results to those in article. Discuss results in groups.	how French teens spend free-time and make comparisons	Interpretive Interpersonal Presentational

## Key Learning Activities/Formative Assessments

Learning Activity/Formative Assessment ( <i>representative samples from beginning to end of unit</i> )	How does this activity support the unit goals or performance tasks?	Mode of Communication
Work in groups to create a multi-media presentation that explains métro, boulot, dodo ( <i>subway, work, sleep</i> ) in the context of a teenager's life in the US.	product that explains the lifestyle of a US teenager to French teens -	Interpersonal Presentation
Read article Les lycéens se retrouvent au café ( <i>High school students meet in the café</i> ); discuss what you like and don't like about the activities; consider what the equivalent might be in your community.	consider role of café for teens and make comparisons	Interpretive Interpersonal
Read article on importance of sleep; discuss typical sleep habits.	summarize healthy behaviors; give advice; model of how they might present	Interpretive Interpersonal

Language Functions

Related Structures  
& Patterns

Vocabulary  
Expansion





# Performance and Proficiency

## How far is your gaze on the horizon?

OPI/WPT

AAPPL


Summative Assessments

Formative Assessments

# AAPPL - DEMO

 <http://aappl.actfl.org/demo>

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 **AAPPL** THE ACTFL ASSESSMENT OF PERFORMANCE  
TOWARD PROFICIENCY IN LANGUAGES

[ABOUT AAPPL](#) [TASKS & TOPICS](#) [SCORES](#) [FAQS](#) **[DEMO](#)** [PROFESSIONAL DEVELOPMENT](#)

## DEMO

Upon completion of the assessment samples, click [here](#) for information about AAPPL Measure Score Reports.

Language	Form A	Form B
Arabic	IL IR ILS F / ILS M PW	IL IR ILS F / ILS M PW
Chinese	IL IR ILS PW	IL IR ILS PW
French	IL IR ILS PW	IL IR ILS PW
German	IL IR ILS PW	IL IR ILS PW
Russian	IL IR ILS PW	IL IR ILS PW
Spanish	IL IR ILS PW	IL IR ILS PW
ESL	IL IR ILS PW	IL IR ILS PW

## Consider an end-of-unit assessment

Make suggestions to improve the evidence of how each mode is captured in your students' performance:

- Is it a real-world (authentic) task?
- Is it true to the characteristics of the mode (the purpose behind the communication)?
- Will it provide evidence of the targeted level of performance?
- Do students need to use communication strategies (or is it just evaluating use of vocabulary and grammar)?

## Novice-Mid/Novice-High

INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Find at least five things you have in common and/or differentiate with your partner regarding your favorite holiday	Show a video clip (in target language) of the celebration of a holiday in the target culture; have students fill out in their native language a graphic organizer to capture what was learned	Create a video explaining your favorite holiday to be shown to a student from a target country (highlighting similarities and differences)



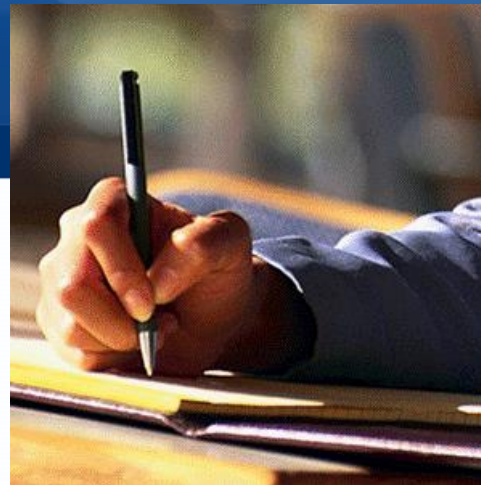
## Today's Learning Goals

I can ...

- **match appropriate assessments with the intended purpose**

*How might you use assessment in the future to inform instruction and provide evidence of learning?*





## Assessment to Inform Instruction

*Thank You*

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